

<b>Academic English Track (AET)</b>  <b>Achievement Scale and Course Descriptions</b>			<b>Weekly Hours:</b> 15 hours <b>No. of weeks:</b> 15 per semester <b>Contact Hours:</b> 225 per semester	<b>Target CEFR Level:</b> A1 to B1 <b>Duration:</b> Two semesters
Course	Target CEFR Level	Course Description	Measurable Learning Outcomes	
ELIS 110	A1 / A2	This course introduces students to the basics of Academic English and aims to bring students to an A2 level in Academic English by giving them tools to deal with the most basic aspects of academic-oriented English and by introducing them to academic writing/reading and academic listening/speaking.	<ul style="list-style-type: none"> <li>- <b>understand</b> a basic repertoire of words, phrases and collocations related to family, jobs and work-related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc.</li> <li>- <b>demonstrate</b> limited control of a few simple grammatical structures and sentence patterns featured in the course content including personal pronouns, possessive adjectives, prepositions of place, the “be” verb, present simple statements and questions, imperatives, comparative adjectives, have/has to and should</li> <li>- <b>show</b> understanding of presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning</li> <li>- <b>differentiate</b> between main ideas and details including opinions and reasons on topics such as people, lifestyle, places, jobs and homes &amp; buildings</li> <li>- <b>differentiate</b> between main ideas and details in short simple texts about family, jobs and work-related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc.especially if there is visual support</li> <li>- <b>practice</b> techniques such as skimming, scanning, previewing a text, and using background knowledge to find both main ideas and details in short simple texts</li> <li>- <b>draw</b> idea maps, (CRIT)</li> <li>- <b>analyze</b> surveys, maps, and directions, (CRIT)</li> <li>- <b>evaluate</b> ideas (CRIT)</li> <li>- <b>perform</b> a conversation, asking and answering question about themselves and other people in the context of pairs and small groups, conducting/responding to a survey or interview, and/or giving directions</li> <li>- <b>deliver</b> an interview answering simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details and topics related to the course</li> <li>- <b>perform</b> a presentation about topics such as family, jobs and work-related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc., and/or the results of a survey using a prepared statement or notes</li> </ul>	

			<ul style="list-style-type: none"> <li>- <b>create</b> 7-10 sentences and/or a short descriptive or comparative paragraph about family, jobs and work-related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, cities and urban areas, festivals &amp; celebrations internet &amp; technology etc.</li> <li>- <b>adopt</b> the use of very basic linear connectors such as “and”, “but”, and “then” correctly to link words or groups of words</li> <li>- <b>adopt</b> basic punctuation such as full-stops, commas and capital letters correctly</li> <li>- <b>build</b> sentences with appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures</li> </ul>
Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIS 120	A2+/B1	This is the final course in a 2-course series which aims to strengthen students’ grasp of Academic English by bringing them to a B1 level and empowering them to continue to function as independent learners. It gives them tools to deal with more complex structures of Academic English and helps solidify their competence in academic writing/reading and academic listening/speaking.	<ul style="list-style-type: none"> <li>- <b>identify</b> appropriate academic vocabulary pertaining to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions</li> <li>- <b>demonstrate</b> appropriate understanding of academic vocabulary in the evaluation of issues relating to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions</li> <li>- <b>understand</b> meanings conveyed by passive forms, conditional sentences, relative clauses, prepositions, conjunctions and other B1 CEFR grammar presented in the course material</li> <li>- <b>demonstrate</b> appropriate use of B1 CEFR grammar presented in the course material in a wide range of academic activities including critical thinking tasks and presentations on a range of topics</li> <li>- <b>differentiate</b> main ideas and specific details including opinion and cause and effect in debates, lectures, radio programs, discussions, and talks on topics related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (CRIT, COLL)</li> <li>- <b>analyze</b> and evaluate main ideas and specific details of debates, lectures, radio programs, discussions, and talks on topics related to transport, the environment, customs &amp; traditions, health &amp; fitness, discovery &amp; invention and economics (CRIT)</li> <li>- <b>establish</b> the main points of extended discussions, interviews, academic discussions and lectures on course topics (CRIT)</li> <li>- <b>use</b> understanding of opposing points of view, rhetorical questions, attitude, and lecture organization to better understand topics discussed in course (CRIT)</li> <li>- <b>discover</b>, analyze and evaluate significant points, main ideas, details, and conclusions in straightforward articles and in clearly signaled argumentative texts on subjects related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (CRIT)</li> <li>- <b>apply</b> a range of skills and strategies such as previewing a text, using background knowledge, using visuals to predict content, making inferences, and making annotations on a text to recognize both the main ideas and details of level-appropriate academic written texts. (CRIT)</li> </ul>

			<ul style="list-style-type: none"> <li>- <b>evaluate</b> ideas, arguments, for and against opinions, research topics and persuasive language on subjects related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions. (CRIT, COLL)</li> <li>- <b>apply</b> critical thinking skills in a range of academic activities related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions. (CRIT)</li> <li>- <b>analyze</b> discursive essay questions and course content infographics (CRIT, COLL)</li> <li>- <b>perform</b> academic presentations on subjects related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (COMM, CREA)</li> <li>- <b>express</b> oneself in discussions on a range of issues and perspectives related to animals, transport, customs and traditions, health and fitness, and discoveries and inventions. (COMM, COLL)</li> <li>- <b>present</b> a clear perspective on anticipated problems, future actions and alternatives related to course content. (COMM, CRIT)</li> <li>- <b>deliver</b> a presentation on a substantive academic topic from the course content topics (CREA, COMM, COLL)</li> <li>- <b>express</b> ideas, personal experiences, opinions, and advantages and disadvantages on a range of topics related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (COMM, CRIT, CREA)</li> <li>- <b>pursue</b> the planning and preparation (including task and language checklists) required for production of cohesive and coherent academic writing (CRIT, COLL)</li> <li>- <b>create</b> a 4-5 paragraph coherent and cohesive problem-solution, advantage-disadvantage, and/or cause-effect essays on topics related to animals, transport, the environment, customs and traditions, health and fitness, and discoveries and inventions (CREA, CRIT, COMM)</li> </ul>
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